

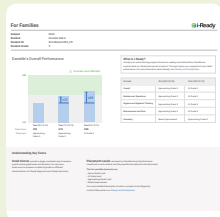
Data Chat

Discussing Student-Level Data with Families

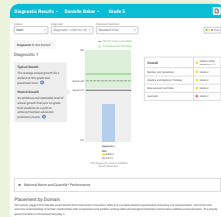
After
Each
Diagnostic

Reports to Use:

For Families
report



Diagnostic Results
(Student) report



What to Do:

- Plan in advance by reviewing student data.
- Consider the family while sharing data by adjusting the conversation to the family's needs.
- Approach the conversation as a partnership with the family by setting a positive tone, pausing throughout the conversation, and helping them brainstorm ideas. **Offer families the notes sheets on the next pages to use during discussions.**
- Familiarize yourself with how *i-Ready* measures growth by visiting i-ReadyCentral.com/GrowthGoals.

Guiding Prompts:

Part 1: Share Data

1. Your child's score on the *i-Ready Diagnostic* was _____, which results in a placement of _____.
2. Your child's Annual Typical Growth measure is _____, and their Annual Stretch Growth measure is _____.
3. **If this is after the second or third Diagnostic:** Your child's score changed by _____. Your child has met _____ percent of their Annual Typical Growth and _____ percent of their Annual Stretch Growth.
4. The data indicates your child's strengths were _____ and _____. Your child's areas for improvement were _____, _____, and _____.
5. Working on *i-Ready*, the behaviors your child demonstrated were _____, _____, and _____.

Part 2: Set Goals

6. Our goals for your child's academic progress are _____.

Part 3: Take Action

7. In order to achieve your child's goals, we will work together to _____.
8. You can support your child at home by _____.

Tips:

- **Ensure your *i-Ready* data discussion is part of a broader conversation** about the student. E.g., "*i-Ready data provides one way to help us understand your child's progress.*"
- **Explain *i-Ready* growth measures.** Ensure the family understands that their child will have two growth measures. E.g., "*i-Ready gives us two personal measures for your child that we use to set goals. Your child will have a Typical Growth measure, which is how much a student is expected to grow in one year, and a more challenging Stretch Growth measure, which is how much they need to grow to put them on a path to proficiency.*"
- **Keep the conversation grounded in data, but provide context.** E.g., "*We are looking at your child's data to identify next steps.*"
- **Emphasize the specific domains and skills** the child is mastering or struggling with to go beyond numeric scores.
- **Focus on each student's individual performance and goals.** Avoid making comparisons to peers.
- **Ensure student goals are not limited to scale scores.** Consider including learning goals that focus on specific domains, standards, and/or skills. Keep in mind both short- and long-term goals.
- **Suggest a broad range of actions for families to support at home** that include effective habits (e.g., staying focused, taking notes) and measurable actions on *i-Ready* Online Instruction (e.g., passing lessons, tracking progress).
- **Encourage families to visit our Family Center** for more resources and tips at i-ReadyCentral.com/FamilyCenter.
- **Provide families with the optional notetaking page** on the next page of this document so they can capture notes during the meeting.

Data Chat

Date: _____

1. The data indicates my child's academic performance is:

2. Areas I can celebrate and areas my child can improve on are:

3. At home, I can do the following to support my child's learning:

1. Los datos indican que el rendimiento académico de mi hijo es:

2. Las áreas que puedo celebrar y las áreas en las que mi hijo puede mejorar son:

3. En casa, puedo hacer lo siguiente para apoyar el aprendizaje de mi hijo: